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ABSTRACT

Each year on the eve of September 16, when the President of the Republic of Mexico has rung the church bell that once hung in the belfry at the Church of Our Lady of Sorrows in the small town of Dolores Hidalgo, he has once more proclaimed Independence Day. When Father Miguel Hidalgo y Costilla rang that same bell on September 16, 1810, he rang it to call his people to arms. The call became known as "El Grito de Dolores." A handful of Creoles (Spaniards born in Mexico) and thousands of enraged Indians kindled the flame of liberty much as the American forefathers did in their attempt to overthrow the yoke of tyranny. Although the Mexican struggle culminated in the execution of the revolutionaries, actual independence was achieved after eleven more years. The story of that struggle is retold in this booklet so that students of all cultural backgrounds may share a common experience and come to understand that Mexico's struggle for independence is not unlike that of the United States and many other nations. The story and the curriculum planning suggestions, which include an annotated list of audiovisual materials, should enable schools to prepare appropriate activities and develop programs for highlighting the contribution of Mexican Americans to our society and for celebrating September 16. Rules for Spanish name drivation and for pronunciation are appended. (AN)

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EL DIA DE LA INDEPENDENCIA

September 16-1810

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El Grito de Dolores

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RC 012588

OAKLAND PUBLIC SCHOOLS
Office of the Superintendent

To Elementary and Secondary School Staffs:

September 16, known as El dia de la Independencia (Independence Day) is the day Mexico celebrates its declaration of independence from Spain. Although the struggle culminated in the execution of the revolutionaries and actual independence did not come until eleven more years had passed, September 16, 1810 is noted officially as the date that Father Miguel Hidalgo y Costilla sounded "El Grito de Dolores" (The Cry of Dolores) which signifies Mexico's declaration of independence.

The Office of Human Relations, Division of Urban Educational Services, has prepared this booklet which contains information and curriculum suggestions as well as sources of information which may be of assistance to faculties in preparing appropriate activities for September 16.

Faculty and student human relations committees together with community citizens are encouraged to spearhead the planning and implementation of the school program.

Cordially,

MARCUS A. FOSTER

Superintendent of Schools

MAF:L:r

8/12/70

PREFACE

The staff of the Office of Human Relations is pleased to offer to the schools background information concerning Mexico's heroic struggle toward independence. El dia de la Independencia, September 16, 1810, is a date of honor and significance to Mexican Americans. It is our hope that the material contained in this booklet will enable schools to prepare appropriate activities and develop programs which will highlight the contribution of Mexican Americans to our society.

In the preparation of this booklet we wish to acknowledge the contribution of Mrs. Jean Schmuck, Graphic Artist, Audio Visual Department, Miss Barbara Baker, Librarian, Professional Library, the staff of the Audio Visual Department and the Professional Library, and the dedicated assistance of our office staff - Mrs. Rosalba Artacho, Miss Arlinda Caranay, Mrs. Jeanette Carnegie, Mrs. Geraldine Charboneau, Mrs. Charlotte Douglas, Mrs. Loma Reno.

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TABLE OF CONTENTS

INTRODUCTION 1

THE MEXICAN REVOLUTION OF 1810 (El Grito de Dolores) . . . 1

A Tragedy Begins 2

Battle at the Granery of Guanajuato 3

Efforts to Preserve New Spain 4

The Revolution Continues 5

Crucial Decisions 6

The Crushing Blow 6

The Last Campaign 8

The Final Effort 9

Epilog 9

CURRICULUM PLANNING SUGGESTIONS 10

APPENDIX A 24

APPENDIX B 26

INTRODUCTION

Tourists visiting Mexico today are impressed by the pride that its citizens display in their heritage. From the time one steps off the jet a feeling fills the air that there is a calculated effort to demonstrate for all the world that Mexico, as Simon Bolivar said, "...belongs to (itself) and to no other nation". A mural of time and strength unfolds, as one speeds from the airport, through the streets and past plazas, named constantly to remind the Mexican and introduce the visitor to Mexico's history, culture and tradition. These plazas and streets include La Plaza de las Tres Culturas (Plaza of Three Cultures), where Aztec, Spanish and Mexican cultures are laid bare; La Avenida de la Reforma (Avenue of Reform), where indeed all that is new is boldly brought forth; Avenida Juarez (Juarez Avenue) named in memory of Mexico's most treasured soul; Avenida de los Insurgentes (Avenue of the Insurgents) named in everlasting gratitude for the Indians. Indians who in their anguish took up arms under the leadership of Miguel Hidalgo y Costilla, a parish priest, and overthrew the gachupines (Spaniards), who had long oppressed them.

On the following pages the story of that struggle is retold so that students of all cultural backgrounds may share a common experience. It is hoped that students will come to understand that Mexico's struggle for independence is not unlike our own or many other nations. In the final analysis, it may serve to bring us together in thought and effort. The handful of Creoles (Spaniards born in Mexico)* and the thousands of enraged Indians kindled the flame of liberty much as our American forefathers did in their attempt to overthrow the yoke of tyranny.

Each year on the eve of September 16, the President of the Republic of Mexico rings the church bell that once hung in the belfry of the Church of Our Lady of Sorrows in the small town of Dolores Hidalgo in the province of Guanajuato, Mexico. By this ceremony, he once more proclaims Independence Day. When Miguel Hidalgo y Costilla rang that same bell on September 16, 1810, he rang it to call his people to arms. That call became known as "El Grito de Dolores" (the Cry of Dolores).

THE MEXICAN REVOLUTION OF 1810

El Grito De Dolores

Two days after the arrival of the new viceroy, Francisco Xavier Venegas, in Mexico City, Father Miguel Hidalgo y Costilla raised the

*Definition of Creoles as the term is used here.

battle cry of independence, known today as "El Grito de Dolores" (Cry of Dolores); "Viva la Independencia" (Long Live Independence); "Viva America" (Long Live America); "Que muera el mal Gobierno" (Death to Bad Government). It was a crucial time throughout the Spanish empire. Creole juntas began to assume the governments of South America and hold them in trust for King Ferdinand who had been imprisoned by Joseph Bonaparte in Spain. What happened in Mexico was something quite different. Father Hidalgo unleashed upon the land the mestizos (Spanish and Indian) and Indians whose full fury and rage were to be spent on the hated Spaniards and Creoles. The tragedy which resulted was not originally intended, but to get at the background that led to the tragedy, let us back up a bit.

In the town of Queretaro, a group of Creoles had established a literary and social club where they discussed ideas of independence. Membership in the literary society included the corregidor (Chief of Police) of Queretaro and his wife, some army officers and one Jose Ignacio Allende, whose name was to loom tall in the annals of history. They were not radicals in the sense that they desired a complete upheaval and rendering of the social structure. Their proposal was merely to remain within the Spanish empire, but on an equal footing with the mother country much as the present day British Commonwealth demands. In order to accomplish this, a change in the leadership would have to take place; specifically, the Creoles themselves would take over from the gachupines (Spaniards). Historians cannot say what Father Hidalgo's position was on this issue, but think that he was unaware that after he led the mestizos and Indians into battle he had started a class war. Allende brought Miguel Hidalgo y Costilla, the parish priest of Dolores, into the literary club. This group set to work to gain control of the different towns throughout Mexico. Their hope was to be able to do it without bloodshed. They planned to make a declaration of Mexican independence at the great fair of San Juan de los Lagos in December 1810, at which time Allende was to declare himself their military commander.

A Tragedy Begins

As fate would have it, their scheme was discovered. Would-be converts to the cause turned informers. In spite of the information provided by the informers, the gachupines remained indifferent to the events that swirled round about them. Finally on September 13, the Spaniards began to issue orders for the arrest of the conspirators. Upon hearing of this action Allende, in a ride that recalled the days of Paul Revere, hastened to Dolores to warn the parish priest of the pending action. Legend has it that Hidalgo was visiting at the house of a friend when Allende arrived with the news. He listened to the news calmly, while sipping a cup of chocolate. He was faced with a grave decision and with possible panic from his followers, Hidalgo firmly and boldly moved to arrest the leading Spaniards of the town and summon the people to take up arms.

In retrospect, Hidalgo may have thought of the day when the Indian governor of Patzcuaro, Pedro Sonia de Villaroel, marched into Valladolid at the head of a small band of Indians to revolt against the wretched treatment received from the Spaniards. Villaroel's efforts were quickly ended and he was beheaded. We know nothing of Hidalgo's innermost thoughts but can only surmise that this ill-fated attempt at rebellion must have made a lasting impression on him.

Battle at the Granery of Guanajuato

Unflinching from his duty, Hidalgo began to amass an army as he moved from village to village. The army took the Spanish by surprise and was extraordinarily successful although it was made up of ordinary people such as farm hands, servants, carpenters, water carriers and gardeners armed only with axes, knives, machetes, clubs and slings. The exploits of these brave men have been portrayed vividly in murals by the artists, Diego de Rivera and Jose Clemente Orozco. The liberation army occupied San Miguel, then Celaya. Nothing could have stopped what was in essence a social revolution. The gachupines had to pay for the crimes of ten generations of encomenderos (supervisors and managers) and hacendados (land-holders), of mine owners and corregidores (civil magistrates). If Hidalgo realized that a torrent of hatred and vengeance had been unleashed he did not let it be known. Historians assume that he and Allende quarrelled about the wisdom of allowing the army to ransack the homes of the Spaniards. Such differences could have torn their ranks asunder, but knowledge of a plot to replace them as leaders caused them to close ranks to pursue the common objective, and the insurgents pressed on toward Guanajuato, the capital of the intendency (political district).

Guanajuato was to be the site of one of the bloodiest fights of the rebellion. The gachupines and some of the wealthier Creoles were gathered in the town's granery by the intendent. The Alhondiga de Granaditas is a large stone building used for storing grain. A visitor to that site today will immediately be impressed by the narrow cobbled stone streets and the close proximity of the terraced hill sides to the granary. The hill sides afforded the spectators a vantage point from which to watch the carnage much as the stands in a stadium at a football game. Picture Miguel Hidalgo on that rocky terrace overlooking the Alhondiga de Granaditas, directing wave upon wave of the citizen army. Enraged and courageous, they pelted the building with their slings. Hundreds went forward and were slaughtered by the superior fire power of the artillery of the gachupines. Hundreds more rushed forward to bombard, to kill, and to do away with the enslaver. They were slaughtered by the hundreds, but they were determined to conquer. Inside the Alhondiga, Riano (leader of the defenders) was shot by one of Allende's soldiers. This threw the gachupines into an immediate power crisis. Even in the midst of pending tragedy, the defenders quarrelled as to whom should succeed Riano. Taking advantage of the absence of vigilance,

the insurgents set the wooden doorway to the granery on fire. Then they rushed in to massacre and to erase from their presence the inmates in that ill-fated building*. No amount of effort by the besieged occupants within the building to placate them with jewelry and money could stop the avenger. Prayers were offered, but they were in vain. The retaliatory insurgents quickly annihilated the defenders.

Triumph at the Alhondiga was not enough for the rampaging army. As if imbued with the smell of blood, there followed a ransacking of Guanajuato which was difficult, if not impossible, to impede. A din of destruction rose all over the city. That night, the crackle of bonfires illuminated the faces of an army flush with victory over the hated gachupines.

On the following day, Hidalgo made every effort to gain the confidence of the inhabitants and restore order. He had the wounded treated, released the remaining Spaniards and set about establishing a government. After installing Jose Francisco Gomez as the intendent, he and Allende made further military plans. Although their original plan was to march to Queretaro, they learned that that city had prepared strong fortifications, so they decided to march to Valladolid instead.

Efforts to Preserve New Spain

Back in Mexico City Viceroy Venegas could hardly imagine a revolution of Indians with slings, machetes, pitchforks and axes led by a parish priest, but the mounting threat jarred him into action. He dispatched the provincial dragoon regiment of Puebla, the Mexican infantry regiment of "La Corona", the Mexican dragoons and two battalions of grenadiers to Queretaro. He sent Colonel Diego Garcia Conde and the Count of Casa Rul with a regiment of infantry to Valladolid. He issued orders to commanders in other parts of the vice royalty, that they prepare for quick action. Regiments from Tres Villas and Toluca were brought in for the defense of Mexico City.

Other actions were taken. Father Hidalgo was condemned and Bishop Abad y Queipa issued an edict of excommunication which was ratified by Archbishop Liz. Condemnation of the revolutionary heroes also received support from other institutions. Included in the torrent of contempt for the revolutionary leaders was an attempt to appease the Indians. The Viceroy relieved them of the customary payment of tribute and promised to institute laws for improvement of their social lot. This was too little too late for men who had suffered so much.

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*The Alhondiga de Granaditas might well have been to the insurgents what the Bastille had been to the mob of Paris twenty years before an embodiment of all they had been made to suffer.

Nearly a month since the initial cry of Dolores was sounded the insurgent vanguard of the revolutionary army reached the outskirts of Valladolid. The army now had grown to sixty thousand. Because of the overwhelming numbers and the fact that Garcia Conde and the Count of Casa Rul had been captured by a guerrilla chieftain, Bishop Abad y Queipa who had been left in charge decided it was useless to defend the city. Bishop Abad y Queipa accompanied by Canon Agustino Ledos fled toward Mexico City. Allende had to use force to stop depredations despite serious efforts by the insurgent leaders to avert plunder, similar to what had taken place at Quanajuato. Soon after the band quieted down, a graver problem presented itself. As a result of too much candy and brandy, many insurgents became deathly ill, and indeed some did die. Thinking that the brandy had been poisoned the soldiers threatened mutiny, but the imaginative Allende rode before them drinking a cup of the brandy to quell the clamor.

The Revolution Continues

Allende departed Valladolid, and continued toward Mexico City after confiscating the monies deposited in the treasury of the cathedral and adding the troops raised by Abad and the ecclesiastical chapter of Valladolid.

On October 28, he approached the village of Ixthuaca, thirty miles from Mexico City, where Lieutenant Colonel Torcuato Trujillo had been sent by the Viceroy to halt his advance. Hidalgo had arrived in the village before Trujillo, and decided to fall back to the Lerma River in the hope of impending his crossing the bridge of San Bernabe. When the insurgents failed to appear he thought that he was being encircled, so he moved to escape the possible trap. Then Allende took the bridge of Atengo before Trujillo could destroy it, so he had no choice but to retreat toward Mexico City.

Trujillo took up his position on a mountain pass overlooking the immense fertile Valley of Mexico. In the rare air, every object, no matter how distant, could be seen and from the direction of Mexico City he saw a long line of infantry and cavalry approaching. Emboldened by the reinforcements, he set up his cannon along the road. He concealed the cannon with tree branches and placed them in the command of Jose de Mendivil. Then he grouped his soldiers in various positions and hid some of his cavalry in the bramble bushes behind the cannon and other again half way up the mountain. There, the royalists awaited the rebels.

Allende dispersed his troops in such a manner as to eventually encircle Trujillo and, thus, lock him in with no possibility of his escape toward Mexico City. Then the battle began. Cannon was fired and scores of insurgents dropped. Again the insurgents surged forward to replace their fallen brothers and again the cannon boomed and the column wilted. Both sides moved backward and forward, but the defenders finally yielded in the face of such great force.

Everywhere the insurgents were victorious and Trujillo prepared to discourage his troops from the battle. Abandoning his cannon, he placed himself at the head of two companies of the Tres Villas Regiment and fought his way through the insurgent lines to Mexico City.

Crucial Decisions

Now the hour of decision for Viceroy Venegas had arrived. Prevailing hysteria swirled around him and he almost gave into his emotions to flee. Pride and a sense of duty held sway though and he remained perched in Chapultepec Castle. He was worn by fatigue from having spent so many sleepless nights, so he had the statue of Nuestra Senora de los Remedios brought to the cathedral where he beseeched her to deliver him from the tyranny of the insurgents and protect the capital from attack.

Now one cannot always predict events, but what followed is history and what may have been is purely conjecture. General Calleja received dispatches from the Viceroy informing him of the defeat of Lieutenant Colonel Trujillo and requesting him to return to the capital. General Calleja was doubtless the most competent royalist officer in New Spain. He left his headquarters in Querotaro and traveled to Mexico City along the very road the insurgents were using on retiring from battle. On November 6, in the town of Aculco the two enemies met. At first Calleja wished to avoid an encounter due to the overwhelming number of the enemy, but when he attacked the insurgents with artillery he found their return fire so wild that he was able to advance unimpeded. His artillery fired on the insurgents with such deadly accuracy that the insurgents reeled back in near chaos. In the end, the insurgents lost needed supplies and ammunition and Hidalgo and Allende fled to Celaya to regroup their forces.

From Celaya, Hidalgo traveled to Valladolid and Allende to Guanajuato. Meanwhile, the insurgent leader Jose Antonio Torres fought for Guadalajara.

The Crushing Blow

Hidalgo learned while in Valladolid that Guadalajara had fallen to the insurgent leader Jose Antonio Torres, and that friction had caused the course of the campaign to deviate from the original plan. Instead of going to Guanajuato, Hidalgo went to Guadalajara to settle the quarrel. This action disappointed Allende who feared a strong royalist attack which subsequently took place and resulted in the loss of Guanajuato to the royalists. Allende protested bitterly and regretted that Hidalgo failed to heed his counsel.

On November 25, Hidalgo entered Guadalajara amidst thunderous applause and other demonstrations in recognition of his efforts.

Parading past the troops he entered the cathedral where Dean Escandon, standing in resplendent canonical robes, blessed him with holy water. He kneeled in the presbytery and prayed to the solemn notes of a Te Deum.

After the celebration he set out to form a government which was redimentary in nature, but served to demonstrate the importance of order amidst liberty. Hidalgo was able to establish a government and an envoy was named to the United States. This envoy was instructed to obtain commercial treaties as well as an offensive and defensive alliance with the United States. These contracts were never obtained, however, because on his way to Veracruz, the envoy discovered that an invasion was imminent. Therefore, foreseeing the fate that surely awaited him, the envoy took his own life before reaching Mexico City. Once the government was established, Hidalgo issued several decrees. The first of these commanded that slaves were to be liberated within ten days. (Note that this decree preceded the mancipation act of Bolivar by five years and that of Lincoln by half a century.) Other decrees dealing with taxes and liberties of Indians were also issued.

In an effort to articulate to the nation the aims of the revolution and his philosophy, he established El Despertador Americano (The American Awakener). Having completed his work in Guadalajara, he then turned his attention to the military in anticipation of the coming battle with Calleja.

It was now January 18, when Calleja, the Spanish General advanced toward Guadalajara. Allende and Hidalgo debated the best possible cause of action where again the differences of the two men had been rather clear. Simply stated, Hidalgo was willing to risk all in one decisive batte. Allende preferred to use strategy and avoid risking a rout by deploying divisions and fighting skirmishes instead. Hidalgo's decision prevailed.

If one can visualize the scene of that night, one would see the soldiers of the King, tense and fearful of their fate, while the insurgents lighted bonfires and chatted merrily. On the King's side we have professionally trained men and equipment made in the finest arsenals, and on the side of the insurgents we have men without discipline, but greater in number and with crude equipment. It was clearly quantity against quality, courage opposite discipline, heart over matter.

Following the night of anticipation, troops were deployed, orders were given and the battle began. Calleja sent Colonel Francisco Flan to attack on the right and he himself led the attack on the left. Impatient to succeed, Flan raced up the hill and drove his enemy off the hill and continued his rapid advance. Calleja's strategy proved too slow for the impatient Flan who proceeded to exceed his instructions and pressed his entire division against the main battery of insurgents. Then came the turn of the insurgents

who fell on him with such force that he reeled under the blow, but Calleja moved in and with calculated effort stopped an impending rout. His deliberate counterattack restored the balance of power, but the insurgents still held. Then a bomb struck an ammunition wagon causing an explosion that killed hundreds of insurgents and set a fire that raged out of control. After this the royalists were able to quickly bring the battle to an end in their favor.

The Last Campaign

The strains of war began to tell on the two revolutionary leaders. Defeat at San Miguel el Grande, at Las Cruces, and now at Guadalajara brought their relationship to a breaking point. Allende resented Hidalgo as his superior and now gloated over the result of his decisions. All this caused the two friends to abandon their mutual pursuit of an independent Mexico. Allende, in the presence of the insurgent chiefs, wrung from Hidalgo a resignation from the office of generalissimo. Once this fact was accomplished, he regrouped the revolutionary army and headed north toward the United States, where he hoped to solicit aid.

Allende continued to carry out his plans for the revolution, he appointed a new diplomatic agent, Ignacio Aldama, to the United States and sent him on a quest for recruits in that country. Aldama and Padre Juan Salazar entered Las Norias de Bajan unaware that it had been taken over by Manuel Zambrano, a treacherous despot. Zambrano's aim was to have himself installed in office as president of Texas and Coahuila. He arrested Aldama and Salazar on the pretext that their credentials were not in order and after a quick trial in Mondorsa, he had them executed. Next he deposed the insurgent chiefs of the region and freed the Spaniards who had been imprisoned. In short, he initiated a counter revolution that ticked off the minutes of final hour for the insurgents.

Personal jealously pervaded the hearts of some of the original advocates of liberty. Among them was Ignacio Elizando, a spirited but short-sighted colonel who originally was on the side of the insurgents, but when he failed to gain advancement, he abandoned their cause. He then laid out plans to avenge himself. He awaited the revolutionary army at Las Norias del Bajan. He sent word ahead through Padre Bernal that the leaders should be sent in ahead of the main body since there was a scarcity of water in the wells. Unsuspecting, Mariano Jimenez agreed. An impressive file was formed to receive the chiefs and an ambuscade of fifty men was planted among the sagebrush and bramble. Elizando planned to take advantage of weary men tired from the desert heat. As each component of the revolutionary army advanced past the column to the rear, they were ordered to surrender their arms, and they submitted with hardly a struggle. When Allende's carriage came up he attempted to fire, but was quickly overpowered. His own son was shot in the skirmish. Hidalgo's suspicions were not aroused and he, too, fell victim to the ambuscade. Elizando then marched out to meet the main army still out in the desert and completed the rout.

The Final Effort

The insurgent leaders lost their spirit as they were transported across the desert to Chihuahua under heavy guard. Angel Abella of Zacatecas took down the depositions of Hidalgo, Allende, Juan Aldama and Jimenez. Several attempts to wring an admission of collusion with Napoleon were thrust aside by Hidalgo who defended himself with passion and logic. Throughout the trial he maintained a staunch attitude as a revolutionary. Hidalgo, however, was tortured within by an extreme sense of guilt which led him to recant miserably. Church and state in New Spain were one, therefore, God's mercy could not be obtained without also repudiating the revolution. On May 18, Hidalgo issued a recantation asking his fellow revolutionaries to lay down their arms and once again pledge allegiance to the King. He deplored the bloodshed spent in the war and the damage to property and to citizens. He beseeched God's mercy on his soul and begged the forgiveness of his people.

Historians differ in their opinions on the geuninеness of the document. Some argue that the recantation was forged while others, drawing from the somber tone of the document, make a case for its legitimacy.

On June 26, the leaders were found guilty and were sentenced to death. Hidalgo, Allende and Jimenez were shot in the back as traitors were dealt with at that time. According to canonical law, Hidalgo had to be defrocked as a priest before he could be executed. He met his final moments with complete serenity.

On the final day of his life, Hidalgo distributed candy to the soldiers in the firing squad as a sign that he forgave them. Placing his hand over his heart he remained erect in the seat of execution as the first volley of bullets phased out. The hand, bathed in blood, sank from his heart and Mexico's initial flame for independence was extinguished.

Epilog

Miguel Hidalgo y Costilla, a Creole, born on a ranch in the province of Guanajuato of parents whose circumstances in life were considered good by the standards of the time, assumed the formidable task of leading a revolution. His father taught him how to read and write, and the Indians taught him to respect the land and nurture it. Perhaps it can be said that here he was moved toward being a revolutionary. From his father he inherited the desire to learn and from the Indians an appreciation for the soil. In his youth, he attended the College of San Nicola's Obispo at Valladolid where he was exposed to the best schooling in New Spain. From these beginnings came the man who lighted the torch in the pursuit of freedom. He carried

the torch first to Guanajuato where in the Alhondiga de Granaditas he unleashed all of the agony and pent up hatred that had been accumulating over three hundred years. History's judgment may be based on the ultimate gain of independence for Mexico or it may be harshly critical of the loss of life and property. The heads of the insurgents, Hidalgo, Allende, Jimenez and Aldama were hung by the Spaniards on the walls of the Alhondiga in Guanajuato. Contrary to the intentions of the Spaniards, the heads served to remind the inhabitants that somewhere in Mexico lived men equally impassioned with the dreams of liberty.

CURRICULUM PLANNING SUGGESTIONS

Suggestions for developing a unit on "El dia de la Independencia" are presented in hopes that the teaching will be more relevant.

Expected Outcomes:

Students will gain an understanding of:

- revolution
- "class war"
- social stratification.
- commonwealth
- the relationship of church and state at the time of the Spanish empire
- discipline
- chaos
- the concept of liberty

Procedure

I. Introduce the unit "El dia de la Independencia" by asking questions that will stimulate discussion about society's struggle for independence.

Sample questions:

a. Have you ever held a belief so strongly that you would rather fight and possibly die for it than give it up?

b. How did the United States gain its independence?

c. Why do societies celebrate independence days?

d. What is revolution?

Main Concept:

Students should be led to understand that oppression has led men to use extreme measures that are often but not always violent.

After a brief discussion read the first section entitled: "El Grito de Dolores" and "A Tragedy Begins".

After the reading initiate further discussion. Ask pupils to compare the pre-revolutionary thinking of 1776, in the American colonies to that of Mexico before the revolution. Note the not too dissimilar ideas of ties with the mother country, but a change in relationship. Note, too, that juntas in Latin America took over the governments and held them in trust for the king. Explain to students the powerful influence the American and French revolutions had on the subsequent independence in Latin America.

Pupils need to realize the powerful position of the priest in the Spanish empire in order to fully comprehend the role of Father Hidalgo in the revolution.

Terms which need clarification:

Gachupines - Spaniards born in Spain but residing in Mexico.

Creoles - Spaniards born in New Spain. No racial mixture.

Mestizos - Persons of Spanish and Indian blood mixture.

Mestizos formed basis for modern day Mexico's population.

Junta - A small group ruling a country - especially after a coup d'etat and before a legally constituted government has been instituted.

Suggested Classroom Activities:

Make a time line of important historical dates that affected events in the late 18th and early 19th century. Start with 1776.

Prepare a chart illustrating the class stratification in New Spain.

Pupils may want to maintain a political map in order to follow the major battles.

II. Read "Battle at the Granery of Guanajuato"

Ask pupils to explain why Hidalgo's initial efforts were so successful. Lead pupils to note how the element of surprise triggered success, how he capitalized on the pent up hatred the Indians had for the Spaniards, and the fact that the Spaniards were so flabbergasted that an army with only field tools to fight with even dared the undertaking.

Ask pupils to disucss the issue of honor in battle. Pupils need to understand that the objective of gaining freedom and overthrowing the oppressor is lost when, in fact, the liberation army becomes oppressive.

Have pupils discuss the kind of army that Hidalgo began amassing in contrast to disciplined troops.

Ask pupils why they think the granery provided the best fortification in the town. Lead them to see that a granery in those days was the most important building in town since it stored the wheat, therefore, the life-giving bread of the populace. The distribution from the granery was strictly controlled.

Ask pupils who the insurgents attacked and tell why.

Terms which need explaining:

Leperos - unrefined person.

Proletariat - the common ordinary folk.

Encomenderos - petty office holders.

Hacendados - land holders.

Corregidor - the official in charge.

Insurgents - rebels.

Intendent - the political head of an intendency, as a mayor to a city, but of a much larger region such as a country.

Intendency - a political entity such as a province or a county.

Granery - a place where grain is stored.

Suggested Classroom Activities:

Show slides of Diego Rivera and Jose Orozco murals depicting insurgents.

Students may wish to try making a mural depicting current events in the United States.

III. Read "Efforts to Preserve New Spain" and "The Revolution Continues".

Have pupils discuss how the Spaniards managed to maintain control of New Spain in the face of overwhelming numbers. Pupils should be led to realize that the military power played a significant, but small role, in Spain's ability to control the proletariat in New Spain; the church acting hand in glove with the state, coupled with the rigid structure of the society in which the Indians were held in virtual bondage exercised a powerful influence.

Terms that need explaining:

Appease - to bring to a state of peace or contentment.

Ecclesiastical - pertaining to the church.

Royalist - person maintaining allegiance to a royal head.

Excommunication - to break communication, as with the church.

Edict - a legal order.

Tribute - a payment or respect for.

Classroom activities:

Research the issue of excommunication.

IV. Read "Crucial Decisions."

Ask pupils why they think Hidalgo failed to pursue his enemy into Mexico City. Lead them to realize that his hesitancy cost him lives and ammunition. Hidalgo failed to capitalize on the psychologically advantageous position held over his enemy. Note the defeat suffered at the hands of disciplined troops despite their overwhelming numbers.

Lead pupils in a discussion of Hidalgo's superior intellect and logic with respect to matters ecclesiastical and political.

Terms which need explaining:

Absentia - in absence of.

Canon - a law of the church.

Classroom activities:

Research the life of Hidalgo.

V. Read "The Crushing Blow".

Have pupils explain the manner in which Hidalgo entered Guadalajara. Lead them to realize that the pomp and ceremony accorded him with a Te Deum being sung in his honor is customary in Latin American countries, but more importantly is the psychological effect that it had on the morale of the populace.

Note, too, the importance of establishing a governmental organization, however rudimentary.

Lead pupils into a discussion of the effect that discipline has on a military operation, indeed on any effort at achievement.

Lead pupils to recognize the importance of a plan of action.

Terms which need explaining:

Philosophy - a system of principles for guidance in practical affairs.

Divisions - groups organized within an army.

Deploy - place in position according to a plan.

Arsenal - collection of munitions and weapons.

Rout - a total collapse of the organization.

Classroom activities:

Place the dates of the decrees that freed the slaves in the various countries in the Americas on a time line.

VI. Read "The Last Campaign".

Ask pupils why it was possible to rout the insurgents so easily. Remember that scarcity of water and the part it played in the thinking of the insurgents. Fatigue is another factor.

Have pupils discuss the terrain features that enabled the counter-revolutionaries to capture the insurgents so easily.

Ask pupils to tell why the revolutionaries thought the United States would help their cause.

Terms which need to be explained:

Ambuscade - an ambush, the act of lying in concealment.

Treachery - violation of faith, betrayal of trust.

Classroom activities:

Filmstrips of desert terrain could be shown to highlight difficulty of campaign.

VII. Read "The Final Effort".

Ask questions that lend themselves to a discussion of Hidalgo's state of mind. Sample questions:

Did Hidalgo find it possible to separate his allegiance to God from his allegiance to the government? Why, or why not?

How did he finally resolve his inner conflict?

Why did the Spaniards hang the heads of the revolutionaries from the Alhondiga?

Terms which need explaining:

Recant - to withdraw or disavow.

Deposition - a statement under oath.

VIII. Sources of Information

A. Books

The following titles are specifically included for recommended reading for this unit.

1. Laney College Library

Alba, Victor. The Mexicans: The Making of a Nation, Frederick A. Praeger, New York, 1967.

Cumberland, Charles C. Mexico, the Struggle for Modernity, Oxford University Press, 1968.

2. Professional Library

Chase, Stuart. Mexico: A Study of Two Americas, The MacMillan Company, New York, 1931.

Cline, Howard F. The United States and Mexico, Howard University Press, Cambridge, Massachusetts, 1965.

Cline, Howard F. Mexico: Revolution and Evolution, Oxford University, New York, 1962.

Gibson, Charles. Spain in America, Harper, New York, 1966.

Priestly, Herbert Ingram. The Mexican Nation: A History, The MacMillan Company, San Francisco, 1924.

3. Latin American Library

Ewing, Russel C., Ed. Six Faces of Mexico, The University of Arizona Press, Tucson, Arizona, 1967.

Parks, Henry Banford. A History of Mexico, Houghton Mifflin Company, Boston, 1966.

4. Main Public Library

Caruso, John Anthony. The Liberators of Mexico, Pageant Press, New York, 1954.

5. Other Recommended Reference Works

Gonzalez, Carlos Pena. A History of Mexican Literature, Southern Methodist University Press, Dallas, 1968.

Hanna, Phil Townsend. A History of California Land Names, The Automobile Club of Southern California, Los Angeles, California, 1946.

Robinson, Cecil. With the Ears of Strangers, The University of Arizona Press, Tucson, Arizona, 1969.

Toor, Francis. A Treasury of Mexican Folkways, Crown Publishers, Inc., New York, 1967. p. 234.

B. Bibliographies

1. For Elementary Students

Harris, Alice. Habia Una Vez: A Selected Bibliography of Children's Books in Spanish, Latin American Library, Oakland, California.

Oakland Public Schools, Office of the Director of Instructional Media. People of Other Cultures: A List of Elementary School Library Books.

2. For Secondary Students

Oakland Public Schools, Division of Instructional Media. The Mexican Americans: Books for Young People, Library Department, Oakland Public Schools, Oakland, California.

3. For Teachers

Inter-Agency Committee on Mexican American Affairs. The Mexican American: A Focus on Opportunity, U.S. Government Printing Office, Washington, D.C.

A guide to materials relating to persons of Mexican heritage in the United States.

B. 3. continued

Oakland Public Schools, Division of Instructional Media. The Mexican Americans: A Selected Bibliography, Oakland Public Schools, Office of Human Relations, Oakland, California.

Revelle, Keith. Chicano: Mexico and Mexican Americans: A Selected Bibliography of Materials by and about Mexico and Mexican Americans, Latin American Library, Oakland, California (revised).

C. Organizations

A Resource List of Mexican American Organizations and Services in the East Bay, 1970. The County of Alameda, Human Relations Office, 1225 Fallon Street, Room 104 V, Oakland, California.

A copy of this guide is also available for teacher use in the Office of Human Relations, Administration Building Annex, 121 East 11th Street, Oakland.

Latin American Library, 1457 Fruitvale Avenue, Oakland, California. Phone, 532-7882.

The Library currently offers books, magazines, newspapers, records and films in English and Spanish. Filmstrips, tapes, slides, posters, pictures and study prints are also available. Audio visual equipment for use in the library and for loan may be checked out, free of charge, to groups and individuals.

D. Audio Visual Materials

The Audio Visual Department has purchased a number of films and filmstrips that relate to Mexico and the education of the Mexican American since the publication of the catalog, Instructional Materials Related to Mexico and Mexican Americans, K-12. They are as follows:

1. America - Discovery and Exploration

Famous Men in Music and History: Discovery and Exploring the New World
TR 7½ STR 30 min SSB 68 SS, Music Gr. 5 - up.

Early Spanish explorations in present U.S. discussed through news of Columbus, Cabot, Cartier and DeSoto. Music by Dufay, Obrecht, Janequin. (Standard School Broadcast Series 68-69)

D. 1. continued

Spanish Explorers - MP
col 14 min EBE 65 SS Gr. 8 - up.

Discovery of America through paintings and photography. Explains Europeans' anxiety to find ocean route to Asia and Spain's aspirations for an empire. (Age of Exploration Series)

Who Really Discovered America? - FS
col 40 fr PSAV 69 SS Gr. 4- up.

Students made aware of difficulty in finding accurate evidence in historical interpretation. Various theories surround America's discovery and exploration. Guide

2. Art - Mexican

The Maya Civilization - FS-S
col 45 fr BFA 69 Art, SS Gr. 5 - 12.
PR or TR.

Great architecture characterizes this civilization. Techniques of high and low relief perfected and quality of tranquility and spirituality significant. Guide. (Masterpieces of Mexican Art)

New Spain to Mexico - FS-S
col 55 fr BFA 69 Art, SS Gr. 5 - 12.

Covers farm labor movement organized by Chavez and story of Delano Strike, early unionization in Southwest. Use with tape and manual. (La Raza Series, Pt. IV)

3. Children in Mexico

Mexican Boy - The Story of Pablo - MP
col 22 min EBE 69 SS, LA Gr. 5 - up.

Pablo's family life portrayed in the colorful surroundings of his mountain village. Achievement of his wish and his problem of decision give background for discussion.

4. Explorers

Spanish Explorers - MP
col 14 min EBE SS Gr. 8 - up.

Discovery of America through paintings and photography. Explains Europeans' anxiety to find ocean route to Asia, and Spain's aspirations for an empire. (Age of Exploration Series)

D. 5. Folklore - Latin America

The Bow, the Deer and the Talking Bird - FS-S
col 71 fr AVI 68 SS, LA Gr. 4 - up.

Elderly merchant leaves bow, deer and bird to his three sons. Eldest son becomes warrior, second son, messenger, and third son, advisor to Aztec chief. Tape. (Latin American Folk Tales Series)

The Cat, the Rooster and the Lamb - FS-S
col 72 fr AVI 68 SS, LA Gr. 4 - up.

The animals are invited to be part of a family. The rooster and cat help save the lamb from a pack of wolves. Accompanying tape. (Latin American Folk Tales Series)

Burbatz the Wizard and the Two Brothers - FS-S
col 70 fr AVI 68 SS, LA Gr. 4 - up.

Father Diego gives forest land to his sons to be cleared for farms. Each time they clear a section, the wizard replaces trees with help of animals. Tape. (Latin American Folk Tales Series)

Juan Bobo and the Two Magicians - FS-S
col 66 fr AVI 68 SS, LA Gr. 4 - up.

Council of Puerto Rico hired magician to make repairs in the town. At completion of work his demand for payment never ceased. Second magician aided town. Tape. (Latin American Folk Tales Series)

The Magic Grocery Store - FS-S
col 69 fr AVI 68 SS, LA Gr. 4 - up.

Pedro, Carmen and eleven children farmed but were unfortunate. Through Pedro's generosity he was rewarded by shopping at magic grocery store. Accompanying tape. (Latin American Folk Tales Series)

The Race Between the Fox and the Crab - FS-S
col 61 fr AVI 68 SS, LA Gr. 4 - up.

The Fox challenges the hare, the deer, the eagle to a race. Wise owl and crab decide how crab can win. Accompanying tape. (Latin American Folk Tales Series)

D. 6. Indians of Mexico - History

The American Indian - After Columbus - FS-S
col 62 fr WASP 69 SS Gr. 6 - up. PR or TR

Influence of Europeans on the American Indian civilization shown. His land, furs, gold exploited along with his freedom and dignity. (The American Indian: A Study in Depth Series)

7. Mexicans in the United States

The Awakening, Lesson 1: The Great Migration - FS-S
2 FS col 66, 51 fr MMP 69 SS Gr. 5 - 12.

Thousands of Mexicans emigrating to United States contribute to economic development of Southwest. Shows Mexican Americans in agriculture, bracero program, industry. Tape and manual. (La Raza Series, Pt. IV)

The Awakening, Lesson 2: The New Experience - FS-S
2 FS col 41, 49 fr MMP 69 SS Gr. 5 - 12.

Emigrants aware of discrimination looked for solutions in education. Advantages to being bilingual soon apparent for total acceptance. Use with tape and manual. (La Raza Series, Pt. IV)

The Awakening, Lesson 3: The Political Experience - FS-S
2 FS col 43, 49 fr MMP 69 SS Gr. 5 - 12.

Mexican Americans awakened to social and political individualism. Movements and men make effort to unite politically. Use with tape and manual. (La Raza Series, Pt. IV)

The Awakening, Lesson 4: Huelga - FS-S
2 FS col 41, 60 fr MMP 69 SS Gr. 5 - 12.

Covers farm labor movement organized by Chavez and story of Delano strike, early unionization in Southwest. Use with tape and manual. (La Raza Series, Pt. IV)

Conflict of Cultures, Lesson 1: Invasion - FS-S
2 FS col 50, 55 fr MMP 69 SS Gr. 5 - 12.

Early entrance of Anglo-American into border settlements had effect on Mexican population. Anglo settlers in Texas formed Texas Republic. Use with tape and manual. (La Raza Series, Pt. III)

D. 7. continued

Conflict of Cultures, Lesson 2: Conquest - FS-S
2 FS col 52, 59 fr MMP 69 SS Gr. 5 - 12.

Outset of Mexican American War, treaty of Guadalupe, Hidalgo and heritage of bitterness. California gold rush, Mexican miners, loss of land grants after war. Tape and manual. (La Raza Series, Pt. III)

Conflict of Cultures, Lesson 3: Revolution - FS-S
2 FS col 59, 47 fr MMP 69 SS Gr. 5 - 12.

Effects of Mexican Revolution since 1910, on society of borderlands. Covers folk movements in art, music, education, literature, architecture, politics. Tape and manual. (La Raza Series, Pt. III)

Mexican-Americans - FS-S
col 72 fr WASP 69 SS Gr. 4 - up. PR or TR

Spanish first to explore New World. Covers historical period of exploration, Aztec and Pueblo Indians to present problems of migrant workers. Guide. (Minorities Have Made America Great - PT II)

Mexican Americans: The Invisible Minority, Pt. I and II - MP
col 40 min NET 69 SS Gr. 5 - 12.

Social, political, economic and religious problems graphically portrayed. Views of various Mexican American communities, interviews with leaders and present standrards of living shown.

The Mexican Heritage, Lesson 1: Of Gods and Men - FS-S
2 FS col 56, fr MMP 69 SS Gr. 5 - 12.

Traces development of civilization in pre-Hispanic middle America; emergence of Theocratic and Militaristic societies, Aztec empire. Use with tape and manual. (La Raza Series, Pt. I)

The Mexican Heritage, Lesson 2: Mexico of the Indians - FS-S
2 FS col 45, 51 fr MMP 69 SS Gr. 5 - 12.

Pictures daily life in pre-Hispanic Mexico, organization of society and state, laws and religion. Use with tape and manual. (La Raza Series, Pt. I)

D. 7. continued

The Mexican Heritage, Lesson 3: Twilight of the Gods - FS-S
2 FS col 44, 49 fr MMP 69 SS Gr. 5 - 12.

Covers Spanish conquest of Mexico, its effects and Aztec defeat. Intermingling of Spanish and Indian and resultant Mexican folk culture. Use with tape and manual. (La Raza Series, Pt. I)

Pilgrimage, Pt. 1 - FS-S
col 96 fr MMP 69 SS Gr. 11 - 12.

The pilgrimage from Delano to Sacramento in 1966 portrayed, giving social, political and religious backgrounds of Mexican American farm workers. Use with tape and pamphlet.

Pilgrimage, Pt. 2 - FS-S
col 76 fr MMP 69 SS Gr. 11 - 12.

Work with Cesar Chavez with CSO and start of NFWA in Delano covered. Coachello Valley strike in 1965, spurred Delano workers to join forces to improve conditions. Tape and pamphlet.

The Pioneer Heritage, Lesson 1: The Far Frontier - FS-S
2 FS col 62, 55 fr MMP 69 SS Gr. 5 - 12.

Includes northward expansion of New Spain, exploration and settlement. Motivation furnished by gold, need of land and religious freedom. Use with tape and manual. (La Raza Series, Pt. II)

The Pioneer Heritage, Lesson 2: The First Pioneers FS-S
2 FS col 62, 46 fr MMP 69 SS Gr. 5 - 12.

Settlement in borderlands and development of differing societies. Covers life of early pioneers and their contributions to modern society. Tape and manual. (La Raza Series, Pt. II)

Una Charla Con la Maestra Series, Pt. I-VI - TR
6 TR 7½ Str 10 min ea Aco 67 In-service.

Spanish language tapes to aid parents in preparing children for school. What is taught in kindergarten, safety rules, English as a second language and parents' role in school life.

D. 8. Mexico - History - Revolution

Leaders in Mexican History - SL
col 20 sl OPS 69 SS Gr. 6 - up.

Early viceroy, presidents, patriots, revolutionary leaders who played important roles in Mexican revolutions and independence. Includes Seal of Mexico and Flag of Hidalgo. Script.

9. Chavez, Cesar

The Awakening, Lesson 4: Huelga - FS-S
2 FS col 41, 60 fr MMP 69 SS Gr. 5 - 12.

Covers farm labor movement organized by Chavez and story of Delano Strike, early unionization in Southwest. Use with tape and manual. (La Raza Series, Pt. IV)

APPENDIX A

In English, you generally have a first, a middle and a last name. Your last name (surname or family name) is your father's last name. In Spanish, though you may have more, you generally have one given name, or nombre de pila and two apellidos, e.g.

1. Nombre de pila - Rafael
2. Father's apellido - Lopez
3. Mother's apellido - Marin

) then you are 1 + 2 + 3, or Rafael Lopez Marin

You may be called Senor Lopez or Senor Lopez Marin, but you are never Senor Marin.

If you are talking to Jacinto Benavente y Martinez or just looking him up in the phone book, you should look under Benavente or Martinez.

Many non-Spanish-speakers make mistakes by using the mother's last name.

Spanish speakers often make the reverse mistake with English names such as John Scott Jones. They assume that, as in Spanish, John is the first name, Scott the father's apellido, and Jones the mother's apellido. They call you Senor Scott, the clerk puts the film you take to be developed under S, and, if you aren't careful to tell him your full name, he may never locate your film!

When a girl gets married in an English-speaking country, she usually drops her own last name and uses her husband's, e.g. Cynthia Carleno marries Carl Schulz and becomes Mrs. Cynthia Schulz (Mrs. Carl Schulz). Sometimes, of course, women do keep their own last name as a middle name (or just the initial) and sign Cynthia Carleno Schulz, or Cynthia C. Schulz.

In a Spanish-speaking country, a girl always keeps her father's name and adds her husband's with de. She usually drops her mother's apellido to keep the name from getting too long.

Carolina Perez Castro marries Diego Lopez Marin
(Senorita Perez) (Senor Lopez or Lopez Marin)
and becomes - Carolina Perez de Lopez (Marin). She is referred to as la senora de Lopez (Marin), or just as la senora Lopez (Marin).

Now los senores Lopez (Mr. and Mrs. Lopez) give their children nombres de pila, then add the father's apellido which is Lopez, and also add the mother's apellido which is Perez. A son, Carlos, then, would be:

APPENDIX B

Key to pronunciation of Spanish:

a = a as in amen.

e = e as in echo.

i = i as in long e of English.

o = o as in omen.

u = u as in rule.

ll = y.

h - is silent.

j = h sound of English.

x = in Mexican Spanish is pronounced as h sound of English.

JC:JJC:jc:r
8/11/70

1. Nonbre de pila - Carlos)
2. Father's apellido - Lopez) - Carlos Lopez Perez
3. Mother's apellido - Perez)

A daughter, Carmen, would be Carmen Lopez Perez.

The son's name would never change, but the daughter's, if she married, would change as follows:

Carmen Lopez Perez married Rudolfo Sainz y Bejar and becomes

Carmen Lopez de Sainz (y Bejar).

At this point the teacher may have everybody in the class figure out what their name would be in a Spanish-speaking country and what the names of the other members of their family would be. Use the following formula:

1. Their own names - given name (nombre de pila) + father's apellido + mother's apellido.

2. Their brother's or sister's (if unmarried) names - same as #1 above.

3. Their married sister's name - given name (nombre de pila) + father's apellido and husband's apellido.